Pearson
BTEC

Mark Scheme (Results)

Additional Sample Assessment Materials (October 2022)

Pearson BTEC Level1/2 Tech Award
In Travel and Tourism (BTT03)
Component 3: Influences on Global Travel and Tourism

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk.

Additional Sample Assessment Materials
Publications Code xxxxxx
All the material in this publication is copyright
© Pearson Education Ltd 2022

Component 3: Influences on Global Travel and Tourism

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance
Points-based mark schemes are made up of:

1. Mark scheme rubric:
A mark scheme rubric instructs an examiner as to how each mark is awarded.

2. Example responses:
These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.

3. Additional marking guidance:
This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance
Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance
Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:
Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.

2. Levels-based descriptors:
Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors
Examiners should take a 'best fit' approach to determining the mark.

• Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.

• The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
o marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
o where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

SECTION A

Question Number	Answer	Mark
1 (a)	Award **one** mark for each correct symptom of Zika virus up to a maximum of **two** marks. • Sore/red eyes (1) • Swollen joints/joint/muscle pain (1) • Rash (1) • Itching all over (1) • High temperature/fever (1) • Malaise/feeling weak (1) • Headache (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
1 (b)	Award **one** mark for each correct infectious disease or illness up to a maximum of **two** marks. • Cholera (1) • Norovirus (1) • Coronavirus (1) • Yellow fever (1) • Avian/bird flu (1) • Malaria (1) • Typhoid (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
1 (c)	Award **one** mark for correct way that infectious diseases may be transmitted. • Air (1) • Water (1) • Food (1) • Contact/bite (1) • Person to person contact – coughing/sneezing (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
1 (d)	Award **one** mark for correct meaning. • A disease that is constantly/always present in a certain geographic area/region (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
2 (a)	Award **one** mark for each correct stage of the TALC model up to a maximum of **two** marks. • X – Exploration (1) • Y - Stagnation (1) Accept misspellings.	(2)

Question Number	Answer	Mark
2 (b)	Award **one** mark for each correct characteristic of an emerging destination up to a maximum of **two** marks. • Visitors seek adventure, 'authentic' experience, culture or nature based • May be difficult for overseas visitors to access • Transport links likely to be undeveloped • Basic infrastructure – energy, water, waste disposal • Local people may not have access to healthcare and education • Unspoilt natural and cultural features are the main attraction • Local communities follow traditional lifestyles • Seek to develop tourism to boost economies, raise living standards • Low volume of visitors – may have to make own travel arrangements • Limited awareness of the destination globally Accept any other appropriate response.	(2)

Question Number	Answer	Mark
3(a)(i)	Award **one** mark for each correct political factor up to a maximum of **two** marks. • Legislation (1) • Entry requirements/passports/visa (1) • Promotion/marketing (1) • Funding/tax incentives (1) • Instability/civil unrest/war (1) • Taxes/taxation (0) given Accept any other appropriate response.	(2)

Question Number	Answer	Mark
3 (a)(ii)	Award **one** mark for: • £78	(1)

Question Number	Answer	Mark
4 (a)	Award **one** mark for correct meaning of recession. • A significant, widespread, and prolonged downturn in economic activity (1) • A period of low economic activity/growth (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
4 (b)	Award **one** mark for one identified effect of a recession on visitor choice of global destination and **one** further mark for a linked expansion, up to a maximum of **two** marks. • People will not travel long haul/far (1) as it's too expensive (1) • More likely to stay at home/with friends (1) as it's cheaper (1)	(2)

	• They will travel to all-inclusive resorts/destinations (1) so they know exactly how much the holiday will cost (1) Accept any other appropriate response.	

Question Number	Answer	Mark
5a	Award **one** mark for an identified way traffic can be managed and **one** further mark for a linked expansion, up to a maximum of **two** marks each. • Have a park and ride system traffic free zones (1) to reduce congestion (1) • Offer cheap/reliable public alternative transport/green/clean (1) to reduce car use/air pollution/improve air quality • Provide car parks with facilities for visitors (1) so money raised from car parking tickets can pay for environmental improvements (1) • One-way systems/control flow (1) to divert tourist traffic onto main roads/out of town (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
5b	Award **one** mark for an identified way to increase visitor spend and **one** further mark for a linked expansion, up to a maximum of **two** marks each. • Hold events/festivals/offer incentives (1) encourage more people to stay overnight/stay longer/extend the season (1) • Target overseas market (1) as tend to stay longer/spend more (1) • Offer camping/self-catering options (1) encourage people to eat/drink out/shop locally (1) • Target/research high spender luxury market (1) as likely to have high levels of disposable income (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
6	Award **one** mark for each correct positive impact of tourism on the environment up to a maximum of **two** marks. • Conservation (1) • Wildlife protection (1) • Protected reserves/national parks (1) • Creation of open spaces (1) • Improved street furniture (1) • Regeneration/urban renewal (1) • Reuse of traditional buildings (1) • Education (0) Given Accept any other appropriate response.	(2)

Question Number	Answer	Mark
7 (a)(i)	Award **one** mark for: • 2019	(1)

Question Number	Answer	Mark
7 (a)(ii)	Award **one** mark for: • 20.89 million	(1)

Question Number	Answer	Mark
8 (a)	Award **one** mark for an identified reason governments may want to develop tourism and **one** further mark for a linked expansion, up to a maximum of **two** marks each. • Diversify the economy (1) so they are not reliant on farming/oil/one source to generate wealth (1) • Attract foreign investors (1) to help fund major projects/developments (1) • Create employment opportunities (1) for people so they can earn a wage/improve quality of life (1)	(4)

	Accept any other appropriate response.	

Question Number	Answer	Mark
8 (b)	Award **one** mark for an identified reason and **one** further mark for a linked expansion, up to a maximum of **two** marks. • The inconvenience/cost of getting a visa (1) is an obstacle/can put people off going (1) • May want to encourage tourism from UK or other favoured/affluent destinations (1) so easy access makes UAE an attractive option for travellers from these countries (1) • Wealthy country/destination (1) do not need to raise funds from tourists/visas (1) • Urban/city area /desert (1) less vulnerable to pressure of overcrowding/too many visitors (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
9 (a)	Award **one** mark for each correct negative sociocultural impact of tourism in Abu Dhabi up to a maximum of **two** marks. • Could disrupt the locals' daily prayers/routines/work (1) • Local people may resent western tourists (1) • May lead to loss of traditions/culture (1) • Tourist behaviour/clothing may cause offence (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
9 (b)	Award **one** mark for an identified way education can manage sociocultural impacts in Abu Dhabi and **one** further mark for a linked expansion, up to a maximum of **two** marks each. • Travel agents/tour operators can inform people about the cultural restrictions in Abu Dhabi at the time of booking (1) so people can decide whether they still want to go (1) • Tour operators could create a UAE code of conduct (1) so tourists know how to behave properly/show respect (1) • Airlines can show in flight videos (1) so people know how to dress appropriately in Abu Dhabi (1) • Hotels can offer guided day excursions around the city's heritage sites/Grand Mosque (1) so visitors have a better awareness/understanding (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
10a Synoptic question	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. **Indicative content** <u>Improve sustainability</u> • Replace all lightbulbs with LED energy efficient bulbs • Light sensors, switch off when leave room or no movement • Replace baths with showers, water efficient shower head, timed taps • Remove swimming pool as hotel is on the beach, use space to plant garden, wildflowers • Rainwater harvesting systems/grey water for plants • Have reuse, recycle, repair policy • Have a policy for no single use plastics/provide drinking water fountain <u>Diversify and attract new target market</u> • Rebrand – change name of hotel to reflect green policies • Hold a launch event to raise awareness of updated hotel and new products and services available • Locally source quality bathroom toiletries, and sell them • Enlarge dining area and offer local cuisine using local ingredients • Ask local artists and craftspeople to help redesign rooms – contribute pieces of art to display, sell and promote • Offer arts/crafts workshops and weekend breaks • Offer guided walking tours around the old town and harbour	(6)

Level	Mark	Descriptor
	0	No rewardable materials
1	1 - 2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question.

		• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
2	3 - 4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
3	5 - 6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
10 (b)	Award **one** mark for an identified negative economic impact and **one** further mark for a linked expansion, up to a maximum of **two** marks. • Jobs could be low paid (1) due to high cost of update (1) • Leakage (1) if bring staff over from/send money back to Sweden (1) • Seasonal unemployment (1) as will be closed in the winter (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
10 (c)	Award **one** mark for an identified advantage for the new owners of this partnership and **one** further mark for a linked expansion, up to a maximum of **two** marks. • They could share costs (1) so the new owners would have more money to spend on the renovation (1)	(2)

	• They could get new ideas from the other hotel/more experienced (1) to help them improve further (1) Accept any other appropriate response.	

Question Number	Answer	Mark
10 (d)	Award **one** mark for an identified way different types of media could be used to promote the Aqua Hotel to attract customers and **one** further mark for a linked expansion, up to a maximum of **two** marks each. • Create a Facebook presence with images of new rooms (1) so people can see the new rooms/spaces (1) • Invite foreign journalist/travel blogger to stay (1) they can post their review/feature online or in paper (1) • Create a webpage with virtual tour of hotel (1) to showcase artwork, local cuisine/new dining area (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
10e Synoptic question	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. **Indicative content** **Suitable** • Best to focus on north and west and fly into Chania • Will be able to choose from range of car hire/rental companies but should preplan his itinerary and bookings • Main road has good surface and signed but going off beaten track is more dangerous • No one would know if he had accident • There are a number of risks being on own so depends on how experienced, will need to be prepared with the right equipment • If trails are not well signed, he could get lost on his own. Might want to join an organised hiking group with a guide • Samaria Gorge will be good as it's very popular, so will be safer if he is hiking alone • Safer to maybe stick to the main routes or those on coast, in shade – or set off early • August will be too hot, strenuous in mountains. Might want to hike in forests/along coast • Will also be dry, needs to carry a lot of water • Accommodation with locals in villages, offers more authentic experience.	(6)

Level	Mark	Descriptor
	0	No rewardable materials
1	1 - 2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.

2	3 - 4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
3	5 - 6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Ofqual
Llywodraeth Cynulliad Cymru
Welsh Assembly Government
Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom
CEA Rewarding Learning